

**THE INFLUENCE OF USING SYNTAX SURGERY TECHNIQUE
TOWARDS STUDENTS' READING COMPREHENSION IN DESCRIPTIVE
TEXT AT THE SECOND SEMESTER OF THE TENTH GRADE OF
SMK GAJAH MADA BANDAR LAMPUNG
IN THE ACADEMIC YEAR OF 2016/2017**



(A Thesis)

**Submitted as a Partial Fulfillment of
Requirements for S1-Degree**

By:

**Edo Anugrah Damai
NPM.1211040146**

Study Program : English Education

**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
2018**

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LAMPUNG
2018**

ABSTRACT

THE INFLUENCE OF USING SYNTAX SURGERY TECHNIQUE TOWARDS STUDENTS' READING COMPREHENSION IN DESCRIPTIVE TEXT AT THE SECOND SEMESTER OF THE TENTH GRADE OF SMK GAJAH MADA BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2016/2017

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One of the most important skills in English is reading. It is often considered as the most difficult skill by the students. Some strategies were needed by the teacher to overcome that problem. One of the techniques is Syntax Surgery. The objective of research is to know whether there is significant influence of using Syntax Surgery towards reading comprehension in descriptive text at the second semester of the tenth grade of SMK Gajah Mada Bandar Lampung in the academic year of 2016/2017 or not.

The design of this research was quasi experimental design. The population was the students of SMK Gajah Mada Bandar Lampung at the tenth grade. The writer chose the sample by using cluster random sampling technique. The writer got X TKJ.1 as the experimental class and X AP.1 as the control class. In collecting the data, the writer used instrument in multiple choice question form. After being tried out, the instrument was used for the pretest and post test. To analyze the data, the writer used independent sample t-test.

From the data analysis, it was found out that result of $Sig (Pvalue) = 0.010 < \alpha = 0.05$. It means that H_a was accepted. In other words, it is known that Syntax Surgery can influence the students' reading comprehension in descriptive text. It can be concluded that there is significant influence of using Syntax Surgery towards students' reading comprehension in descriptive text.

Keywords: Descriptive Text, Syntax Surgery, Quasi Experimental Design, Reading Comprehension



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COMPREHENSION IN DESCRIPTIVE TEXT AT
THE SECOND SEMESTER OF THE TENTH
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DECLARATION

Hereby, I state this thesis entitled “The Influence of Using Syntax Surgery towards Students’ Reading Comprehension in Descriptive Text at the Second Semester of the Tenth Grade of SMK Gajah Mada Bandar Lampung in the Academic Year of 2016/2017” is completely my own work, I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.

Bandar Lampung, January 2018
Declared by,

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MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (١) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (٢) اقْرَأْ وَرَبُّكَ الْأَكْرَمُ (٣) الَّذِي عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

(٥)

In the name of Allah, the Beneficent, the Merciful

1. Read! In the Name of your Lord, Who has created (all that exists)
2. He has created man from a clot (a piece of thick coagulated blood)
3. Read! And your Lord is the Most Generous,
4. Who has taught (the writing) by the pen
5. He has taught man that which he knew not.

(Q.S. Al-Alaq 1-5)

DEDICATION

This thesis is dedicated to:

1. My beloved parents, the late Mr. Habson and Mrs. Wenda who always pray for my success and give me motivation to study hard until now. I love them so much.
2. My beloved young sister; Mutiara Pandan Wangi who always give me spirit and suggestion for my success.
3. My beloved friends, who always support me to finish this thesis.
4. My beloved Almamater UIN Raden Intan Lampung.

CURRICULUM VITAE

The writer's name is Edo Anugrah Damai. He was born in Pagar Alam, South Sumatera on November 9th, 1994. He is the first child of two children of Mr. Habson and Mrs. Wenda. He has one young sister, whose names is Mutiara Pandan Wangi.

He began his study at elementary school of SD NEGERI 1 Sukarama in 2001 and graduating in 2006. Then, He continued at Junior High School of SMPN 5 Bandar Lampung in 2006. After graduating from Junior High School in 2009, he continued again at Vocational High School at SMK Gajah Mada Bandar Lampung in 2009 and graduated in 2012. Then, in 2013, He continued his study in the State Islamic University of Raden Intan Lampung (UIN) as the student of English Study Program of Tarbiyah and Teacher Training Faculty.

ACKNOWLEDGEMENT

Praise be to Allah, the Almighty God, the Most Merciful and the Most Beneficent, for blessing me with His mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad SAW, with his family and followers. This thesis entitled “The Influence of Using Syntax Surgery in Descriptive Text at the Second Semester of the Tenth Grade of SMK Gajah Mada Bandar Lampung in the Academic Year of 2016/2017” is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University (UIN) Raden Intan Lampung. When finishing this thesis, the writer has obtained so much help, assistance, aid, support and many valuable things from various sides. Therefore, the writer would sincerely thank:

1. Prof. Dr. H. Chairul Anwar, M. Pd., the Dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung with his personel, who has given an opportunity and forbearance to the writer when on going the study until the accomplishment of this thesis.
2. Meisuri, M. Pd., the chairperson of English Education Study Program of UIN Raden Intan Lampung.
3. Dr. Moh. Muhassin, M. Pd., the first advisor, who has patiently guided and directed the writer until the completion of this thesis as well.

4. Dian Reftyawati, M. Pd., the second advisor, who has always patiently guided, helped, supervision especially in correcting and given countless time for the writer to finish this thesis as well.
5. All lecturers of English Department of UIN RadenIntan Lampung who have taught the writer since the first of him study.
6. Enden Sopa Sopiyan, M. Pd., the Headmaster of SMK Gajah Mada Bandar Lampung for allowing the writer conducting the research; to English teacher of SMK Gajah Mada Bandar Lampung, Riyon, S.S. for being helpful during the research process and giving suggestion during the research; all the teachers, and the students at the second semester of the tenth grade of SMK Gajah Mada Bandar Lampung for allowing carrying out the research in their institution and for giving the contribution and being cooperative while the writer was conducting the research there.
7. The writer's beloved friends, who always support me to finish this thesis thanks for your friendship. Then, and also for all of the writer's friends English Program of UIN Raden Intan Lampung, especially "A Class" thanks for your help and motivation that given to writer.

Finally, it has to be admitted that nobody is perfect and the writer is fully aware that there are still a lot of weaknesses in this thesis. Therefore, the writer sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this thesis. Furthermore, the writer expects that the

thesis is useful for the writer particularly and the readers generally, especially for those who are involved in English teaching profession.

Bandar Lampung, January 2018
The Writer,

Edo Anugrah Damai
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CHAPTER I INTRODUCTION

A. Background of the Problem

People always use language in their communication. Every country has different language that used for communication among people. Language is the system of human communication which consists of the structured arrangement of sounds (or their written representation) into larger units, e.g. morphemes, words, sentences, utterances.¹ This language can be used in many forms, primarily through oral and written communication as well as using expression of body language. Therefore language has very important role in life because language is a tool for communication. Without language, it is impossible for everyone to gain knowledge, have interaction each other or learn. In this term, they use language as a media of communication.

In this world there are many kinds of language which differs. In Indonesia uses Bahasa as the national language and so do other countries. From the language differences, we required an international language to facilitate communication in various countries. International language is a language in widespread use as a foreign language or second language, i.e. as a language of international communication.

¹ Jack C. Richards, *et. al*, *Longman Dictionary of Applied Linguistics*, (Hongkong: Longman Group, 1985), p.311.

English is the most widely used international language.²Nowadays, English becomes the International language that has been used in many countries. It is used in many countries as a foreign language, second language, or even as a native language.

English as the international language has great influence on human life in the world. With this language we can communicate and interact with other people who use English or who have learned this language. Moreover, in international communications, English has been accepted to be used in many fields of study or works, so it is ensured that English is a universal language. English as the international language has great influence on human life in the world. With this language we can communicate and interact with other people who use English or who have learned this language.

In Indonesian schools, English is the foreign language. According to English curriculum of senior high school, English is a compulsory subject for secondary school students even for certain types of the elementary schools. This is inevitably has to do with the fact that English is widely used language in the world and good command of that language is consequently needed for keeping up with the world's development. It means that English has an important part in our educational.

We know that four English skills such as listening, speaking, reading, and writing should be achieved in teaching English to increase students' ability. Reading is one of

²*Ibid.* p.295.

important skill that should be mastered in English. Reading is also something crucial and indispensable for the students because the success of their study depends on the greater part of their ability to read. If their reading skill is poor they are very likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have a good ability in reading, they will have a better chance to succeed in their study.

Reading always comes along with comprehension. In other words, no reading occurs without comprehension. In reading, the reader deals with words or combination of words written by the writer. The reader thereby, tries to understand the graphic symbol or message intended by the writer. According to Brown reading is the process of reconstructing from the printed pattern on the ideas or information intended by the author³. It means that reading is a process done by the reader to comprehend and get the information from the printed text. By reading also the students can understand what the writer means enhance their knowledge. Moreover Harmer states that reading is an incredibly active occupation. To do it successfully, we have to understand what the words mean.⁴ Reading involves more than word recognition, that without comprehension no reading is a result of the instruction between the perceptions of graphic symbol that represents language.

³ H. Douglas Brown, *Teaching by Principles : An Interactive Approach Language Pedagogy*, (San Francisco: San Francisco University Press, 2001), p.264

⁴Jeremy Harmer, *How to Teach English (An Introduction to the Practice of English Language Teaching*, (New York: Longman, 2001), p.70

In fact, teaching students to read is not easy thing. Based on preliminary that is done in SMK Gajah Mada Bandar Lampung at September 12th, 2016, there were some problems faced by students in reading activities at classroom, for example, many students had problem in comprehending the text, especially occurred in class X of SMK Gajah Mada Bandar Lampung.⁵ Many students did not pass minimum standard mastery (KKM) in reading especially descriptive text.

On the other hand, the problems appeared during the teacher was reading the text. Technically that is, first the students listened the explanation about the material from the teacher. Second, the teacher asked the students to read the text to get their comprehension. Finally the teacher guided the students to discuss to know students' comprehension about the text. In this case the teacher used (Listen Read Discuss) LRD Strategy.

In this condition, the classroom was teacher centered so that students became passive. The condition of the classroom was not conducive because the students who felt bored in the learning process are often did not pay attention when the teacher was presenting material in learning process. It was difficult for students in reading to achieve the objective of learning. It could also affect to the students' language skills. It was not necessarily that LRD was not good strategy, although at some point the student felt bored if just sat, silent, and listened.

⁵Nisa Martina, An English Teacher of SMK Gajah Mada Bandar Lampung, on Monday, September 12th, 2016

Based on the interview with one of the English teacher namely Nisa Martina, M.Pd. She revealed that students had difficulties in comprehending the English text. She said that it was because the students not practice their English out of the class or in their home. In addition, students were deceived in which pronoun that refer to the subject or object.

Furthermore, based on the interview with English teacher of tenth grade there about the criteria of the scoring assessment in reading comprehension, the score taken based on the language assessment theory by Brown.⁶ According to the result of preliminary research that the reading score of students is poor if the students get 45-69 (see appendix). Based on data obtained by reading test, the students' reading score in SMK Gajah Mada is still low. It could be seen that 68.42% of 114 students, 78 students get score under 70. It meant that only 36 students can comprehend the text well. It indicated that the students' reading comprehension was still low and should be increased.

Besides conducting an interview with the teacher, the writer also interviewed the students, the writer concluded that the students' reading comprehension is low, because they had lack of vocabulary and confused in which key or clue while comprehending a reading text. In addition, the students were burdened by problematic sentences that they found.

⁶ H. Douglas Brown, *Teaching by Principle, an Interactive Approach to Language Pedagogy*. (2nd Edition), (San Francisco: San Francisco University Press, 2000), p. 306

In order to minimize the problem, the writer assumed that factors should be taken some techniques or strategies in teaching reading and an approach reading comprehension in order to motivate students. To do so, the teacher should be able to apply a certain technique or strategy and an approach to improve students' reading comprehension and make them enjoy in the teaching learning process.

It could be confirmed that on the problems the teacher had in teaching English was how to make the students' reading activities in comprehending the treading materials. As an English teacher, he/she should be able to be creative in order to find some ways and choose the appropriate techniques or strategies to improve students reading activities and to provide comprehensible input on the material. Because English teacher must love her job. If he enjoys his job that will make the lessons more interesting.⁷

One kind of strategy in teaching reading was called Syntax Surgery. According to Herell, syntax surgery is a visual and physical learning strategy that allows students to see the relationship of elements within a sentence that may be causing difficulty or may be confusing to understand while employing different learning styles. Syntax Surgery is helpful because English syntax differs from the syntax of other languages, which may led to confusion in ELLs trying to comprehend sentences.⁸

⁷ Jeremy Harmer, *OpCit*, p.1

⁸Herrel, A., & Jordan, M. *50 strategies to teaching English language learners* 4th ed. (Boston, MA: Pearson, 2012)., p.266

The students confuse the word order and miss altogether the subjects and predicates of key sentences especially if the sentences are complex or compound sentences. According to Beers, most of the students who struggle in reading often give up when they face the difficulty in reading a text, they often stop reading the text.⁹ Hence, this strategy might help the students to see the visual relationship within words and sentences in the reading text.

In order to see the influence of Syntax Surgery, the writer used descriptive text. According to Wishon and Burks stated that descriptive text provides sense of opinions, for instance smell, sound, feel, look, of things.¹⁰ It means that by reading a descriptive text, the reader can get similar ideas when the readers see certain objects directly with their senses.

Students can take part in reading because they could get the sense of a descriptive text. Fink et al says the purpose of description is to imagine the reader by using a picture of a person, subject, or setting.¹¹ It is allowed by using picture, so that the reader could visualize it. It may help the students easier to get the writer's description.

⁹Beers, Kylene, *When Kids can't Read: What The Teacher Can do*, 2003.

¹⁰ George E. Wishon and Julia M. Burks, *Let's Write*, (New York: English Litton Educational Publishing, 1980), p.128

¹¹ Lila Fink, et al, *Choices a Text for Writing and Reading*, (new York: Little, Brown and Company Limited, 1983), p.41

Previous research done by Adrian, applying Syntax Surgery in increasing students' reading comprehension in narrative text showed that teaching reading through Syntax Surgery Strategy can be used to overcome the difficulty in understanding the structure of English sentence because syntax surgery provide the opportunity for the students to see inside part of English sentence by cutting it into more understandable part.¹² In the previous research, Syntax Surgery was used to increasing students' reading in narrative text. In this research, the writer wanted to know the use of Syntax Surgery towards students' reading comprehension in descriptive text of SMK Gajah Mada Bandar Lampung.

Meanwhile, previous research done by Zakiyah, students' reading comprehension in descriptive text was the dependent variable. In this previous research, students' reading comprehension can be improved.¹³ Furthermore, previous research done by Wahyuni, students' reading comprehension in descriptive text can be improved by the independent variable.¹⁴ It meant that there was a difference between this research and previous research above, that was independent variable which influence that dependent variable. The aim why the writer choose Syntax Surgery as the independent variable was to do a research that was novelty.

¹² Ria Adrian, *Using the Syntax Surgery in Teaching Reading a Narrative Text to Junior High School Students*, 2012, University of Padang.

¹³ Siti Zakiyah, *Improving Students' Reading Comprehension of Descriptive Text through Contextual Teaching and Learning (CTL) Action Research at Second Grade of Bakti Mulya Junior High School*, 2011, UIN Syarif Hidayatullah.

¹⁴ Sri Wulandari, *Improving Students' Comprehension in Descriptive Text through Cooperative Script Method at the Eight Grade of SMP PGRI Silahung Ponorogo*, 2012, Universitas Muhammadiyah Ponorogo

Based on those explanations, the writer conducted a research entitled “The Influence of Using Syntax Surgery towards students’ reading comprehension in descriptive text at the second semester of the tenth grade at SMK Gajah Madain the Academic Year of 2016/2017.”

B. Identification of The Problem

Based on the background of the problem, the writer identified the problems as follows:

1. Students’ reading comprehension was still low.
2. Teacher did not use a strategy that attract students’ interest. .

C. Limitation of The Problem

Based on Identification of this research, this research focused on Using Syntax Surgery Towards Students’ Reading Comprehension in Descriptive Text at the Second Semester of The Tenth Grade at SMK Gajah Mada in the Academic Year of 2016/2017.

D. Formulation of The Problem

The writer formulates the problem as follows:

Is there any significant influence of Using Syntax Surgery Towards Students’ Reading Comprehension in Descriptive Text at the Second Semester of The Tenth Grade of SMK Gajah Mada in the Academic Year of 2016/2017?

E. Objective of Research

The objective of the research was to know whether there is significant influence of Using Syntax Surgery Towards Students' Reading Comprehension in Descriptive Text.

F. Use of Research

After doing this research, the writer expected that the result of this research would be:

1. Theoretically

This research may enrich the previous theory of using Syntax Surgery towards students' reading comprehension specifically and language teaching generally.

2. Practically

The advantages of this research for English teachers and students. It may inform English teachers that Syntax Surgery can be applied as a good way to comprehend and study text in teaching reading comprehension. For students, it may help students in comprehending reading text.

G. Scope of Research

1. The Subject of the Research

The subject of the research was the students at the second semester of the tenth grade at SMK Gajah Mada Bandar Lampung.

2. The Object of the Research

The object of the research was using Syntax Surgery towards students' reading comprehension in descriptive text.

3. The Place of the Research

The place of the research conducted in SMK Gajah Mada Bandar Lampung.

4. The Time of the Research

The time of the research conducted at the second semester in the academic year of 2016/2017.

CHAPTER II

REVIEW OF RELATED LITERATURES

A. Concept of Teaching English as Foreign Language

Language is a set of rules used by human as a tool of their communication. That functions is a tool to talk to each other and to express their idea. It means that, language is very important to human life, because all interaction and activities will be run with language. In other word, language is an instrument of communication that should be learned by all people.

According to Broughton in some countries English is a second language but in the rest of the world, English is a foreign language. It is taught in schools, often widely, but it does not play an essential role in national or social life.¹ It means that in Indonesia, English is as a foreign language and English has been a subject of learning in Junior High School, Senior High School, and University level. At Junior High School level, English is as a compulsory subject where the students study four skills they are listening, speaking, reading, and writing. English subject is one of curricula's programs that have purposes to develop the students' competence in terms: attitude, knowledge, and skill.

¹Geoffrey Broughton, *et.al.*, *Teaching English as a Foreign Language* (2nd Edition) (New York: Routledge, 1980), p.6.

Many experts explain about what is Teaching English as a Foreign Language (TEFL). One of them expert is Wilkins, he said that teaching English as a foreign language is one in which the target language is not the mother tongue of any group within the country where it is being learned.² It means that the students who learned English as a foreign language have little opportunities to use their English in real life situations.

Teaching English as a foreign language is not easy because the students do not use English for daily communication. The students only use English when they have an English class. This is supported by Crystal who states, If English is not your mother tongue, you may still have mixed feelings about it. You may be strongly motivated to learn it, because you know it will put you in touch with more people than any other language; but at the same time you know it will take a great deal of effort to master it, and you may begrudge that effort.³ Therefore, all activities in the classroom should give motivation for the students to study English through variations of approach so that the students will get enjoyable situation and good learning atmosphere in learning process.

In Teaching English as Foreign Language, teachers have big influence of the students comprehension of material. It supported by Bowman who states, In recent years teachers of English as a Foreign Language have been paying increasing attention to

²D.A Wilkins, *Linguistics in Language Teaching* (London:Edward Arnold Publisher, 1980), p. 55.

³David Crystal, *English as a Global Language* (2nd Edition.) (Cambridge: Cambridge University Press, 2003), p.3.

identifying the needs of their students, to students' attitudes towards English and their reasons for learning it.⁴ In Teaching English as a Foreign Language (TEFL), one significant factor that influences most of the success in teaching and learning are teachers. They have to find the way how to make the students enjoy the lesson. In teaching English as a foreign language, the teacher should know what they do in order to make the student interested in English. So, the teacher should really prepare the materials, media, instruction and technique well.

It is clear that the purpose of teaching learning English as foreign language is to make the students master the language. To make it happen, the students should actively involve in the teaching learning process. The teacher also should manage the class in a good way. The teacher should be creative in teaching by using variety of media or technique, so the students will not feel bored or lose eagerness to learn.

English is learned in Indonesia by talking about the grammatical rules of English and errors are always corrected. For language learners in Indonesia, where English is not spoken in the society, accuracy is really the focus in learning English. It is not the case when people learn English in countries where English is spoken in the society, such as in the United States or Malaysia. People in those countries emphasize on the ability and fluency in communication of daily lives.⁵ Seeing and understanding how

⁴ Brenda Bowman, Grace Burkart, and Barbara Robson, *TEFL/TESL: Teaching English as a Foreign or Second Language* (Washington DC: Peace Corps, 1989), p.6.

⁵ Ag Bambang Setiyadi, *Teaching English as a Foreign Language*, (1st Edition) (Yogyakarta: Graha Ilmu, 2006) p.20.

important English is, English in Indonesia is taught as a foreign language and it has been taught from the Junior High School up to the Senior School even in the University.

English is a foreign language, so it is not familiar yet for the beginner to learn. We need an accurate method, technique or strategy that gives enjoyable feeling for the students, so it can give the motivation for the students to learn English. With the strong motivation, it can give best result of learning yet, teachers have to know many kinds of teaching techniques, and they must know how to implement the techniques in the class.

B. Concept of Teaching Reading

Teaching is a process of transferring knowledge. Teaching reading is not only teaching to read, but more of it. Comprehending the text is one of the reading's goals. Teaching reading can be main as facilitate students performance this in comprehending texts, and provide students with many opportunities for practice are encouraged in a number of comprehension enhancing the best known of which are reciprocal teaching, cooperative learning and reading recovery. During teaching reading process we must pay attention about the principle of teaching reading.

The principle can be standard to limit teachers when they teach reading. The principles of teaching reading are stated below :

1. Reading is not passive skill
2. Students need to be engaged with what they are reading
3. Students should be encouraged to respond to the content of a reading text, not only to the language
4. Prediction is major factor in reading
5. Match the task to the topic
6. Good teachers exploit reading texts to the full.⁶

Teaching reading is not a stuck activity. Students have to enjoy the reading process.

We must pay attention how to increase reading text in classroom because teaching reading needs more than only reading the text.

Furthermore Alyousef says that in teaching reading, contemporary reading task, unlike the traditional materials, involves three phase: pre-, while-, and post- reading stages.

- 1) Pre-reading, it helps in activating the relevant schema, for example, teacher can ask the students question that arose their interest and activate the students background knowledge while previewing the text.
- 2) While-reading, the aim of while reading stage (or interactive process) is to develop students' ability in tackling text by developing their linguistic and schematic knowledge.

⁶ Jeremy Harmer, *How to Teach English*, (1st edition)(New York: Longman Impression, 1998), p.70-71

- 3) Post-reading includes activities, which enhance learning comprehension using matching exercises, cloze exercises, cut-up sentences, and comprehension question.⁷

It means that in teaching reading the teacher should have or plan the stages of teaching reading which can make easier in teaching reading process, the students will also be more directional in their learning are pre-reading, while-reading, and post-reading stages.

C. Concept of Reading

Reading is one of the important skills which is needed by the students from elementary school up to university. By reading, the students are able to get a lot of information based on what they require in reading. Many experts define reading as the process of putting the reader in contact and communication with idea.

The main point in reading is how the reader can take the passage of the text what they read. It is supported by Grabe who said that reading is something many of us take for granted. We read with what appears to be little effort and little planning. And it is remarkable that so much of the world's population can read-a little more than 80 percent of the world's population can read to some extent.⁸ A good reader should be

⁷ H.S Alyousef, *Teaching Reading Comprehension to ESL/EFL Learners* (New York: Longman Inc.2005), p.149

⁸William Grabe, *Reading in Second Language* (New York: Cambridge University Press, 2009), p.4.

able to get the point of the text which they read. So they should do an effort to comprehend the message of the text based on their own manner.

Another way, Hedgcock and Ferris say that reading is a complex interaction of cognitive processes and strategies (used by the reader) and various types of information (contained in the text). Earlier models of reading instruction have tended to focus primarily either on *bottom-up processes* (for decoding and comprehending the text) or *top down skills* (for activating the background knowledge and prediction strategies of the reader).⁹

By reading, we are able to get a lot of information and knowledge based on what we require in our life. As a teacher we should be able to develop the students' skill that they can read English texts effectively and efficiently.

According to Carter, reading is a complex process made up of several interlocking skills and processes. The sum of these pieces is a tapestry that good readers use on a day-to-day basis to process text in their world. The tapestry of effective reading is woven from six foundational threads. Without each thread being present in the tapestry of an individual's reading abilities, there are holes and the weave cannot hold tight and cannot function for lifelong use.¹⁰ It means that reading is process involves

⁹John S. Hedgcock, and Dana R. Ferris, *Teaching Readers of English Students, Texts, and Context* (New York: Routledge, 2009), p.49.

¹⁰Gene R. Carter. *The Threads of Reading Strategies for Literacy Development*. (Virginia: Alexandria 2003), p.2.

what they read wants to know about the text by consulting question appear in his head.

Another explanation from Harmer who states that reading is an incredibly active occupation. To do it successfully, we have to understand what the words mean.¹¹ Relationship between writer and reader focus on how the readers comprehend the main idea of the intention of the writer. A written book has a purpose or content that want to share to the reader.

Based on those explanations, the writer concludes that reading is important skill for students. Reading is an active process in order to get information and comprehend from printed text using eyes and brain to understand what the writer thinks in his/her read It was reading is important process for the students' to get the information and comprehend more active in the text and another words.

1. Definition of Reading Comprehension

Comprehension is an active process in the construction of meaning and the process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning. Therefore, comprehension is not a passive process, but an active one.¹² It means that comprehension is process activity to get the meaning from text or knowledge from vocabulary that active process.

¹¹Jeremy Harmer, *Op Cit.* p.70.

¹²Elizabeth Pang, S. Muaka Angaluki, Benbard B. Elizabeth, Kamil, L. Machel. *Teaching Reading*, (Chicago: Internal Academy of Education. Series-12, 2003) p.14.

Many of the reading comprehension strategies that have been associated with the highest effect sizes for students with learning disability are those that teach students strategies that prompt them to monitor and reflect before, during, and after reading. These strategies ask students to (1) consider their background knowledge on the topic they are reading, (2) summarize key ideas, and (3) self-question while they read.¹³ It means that reading comprehension is important for students, can give knowledge for students' ability from their comprehend.

According to Caldwell, comprehension is the ability to understand completely and be familiar with a situation and fact. Comprehension is not a single unitary process. It starts from the moving of words on the page to meaning in the mind, the recognizing of individuals words by using memory and knowledge of letter and sounds patterns, matching the resulting pronunciations to meaning and finally connect these words into idea units.¹⁴ It means that comprehension is process ability of someone to make sense of the context base on what he or she reads or hears. It is way in which someone interprets the text.

Grabe states that text comprehension requires both (a) language knowledge and (b) recognition of key ideas and their relationships (through various comprehension

¹³Janette K. Klingner, Vaughn Sharon, and Boardman Alison.*Teaching Reading Comprehension to Students with Learning Difficulties*, (New York. The Guilford Press 2007), p.4.

¹⁴ JoAnne Schudt Caldwell,*Comprehension Assessment A Classroom Guide*.(New York: The Guildford Press. 2008), p.5.

strategies).¹⁵ It means comprehension is a process in the construction and meaning and the process of deriving meaning from connected text.

According to Carter, reading comprehension is dependent on three factors. The first factor is that the reader has command of the linguistic structures of the text. The second factor is that the reader is able to exercise met cognitive control over the content being read.¹⁶ This means that the reader is able to monitor and reflect on his or her own level of understanding while reading the material. The third and most important criterion influencing comprehension is that the reader has adequate background in the content and vocabulary being presented.

According to Brown, reading comprehension is primarily a matter of developing appropriate, effective comprehension strategies.¹⁷ It means comprehension is ability to understand about something, in order that, the students are able to answer and understand a descriptive reading question form. Based on the language assessment theory by Brown, especially in reading there are some criteria that are commonly used in measuring students' reading comprehension, they are:

- 1) Main idea (topic)
- 2) Expression / idiom / phrases in context.
- 3) Inferences (implied detail)

¹⁵William Grabe, *Handbook on Research on Teaching Reading*, (Cambridge: Cambridge University Press, 2004), p.50

¹⁶Gene R. Carter, *OpCit*, p.90

¹⁷H. Douglas Brown, *Teaching by Principle, an Interactive Approach to Language Pedagogy*, (2nd Edition), (San Francisco: San Francisco University Press, 2000), p.306

- 4) Grammatical features
- 5) Detail (scanning for a specifically stated detail)
- 6) Excluding facts not written (unstated details)
- 7) Supporting idea.¹⁸

Furthermore, there are some tests that usually used in standardized test of reading.

Different reading tasks should help provide information about many component reading abilities as well as reading comprehension more generally. The tests are :

1. Cloze
2. Gap-filling formats (rational cloze formats)
3. C-tests (retain initial letters of words removed)
4. Cloze elide (remove extra word)
5. Text segment ordering
6. Text gap
7. Choosing from a “heading bank” for identified paragraphs
8. Multiple-choice
9. Sentence completion
10. Matching (and multiple matching) techniques
11. Classification into groups
12. Dichotomous items (T / F / not stated, Y / N)
13. Editing
14. Short answer

¹⁸H. Douglas Brown, *Language Assessment Principles and Classroom Practice on Education* (San Francisco: San Francisco University Press, 2004), p.260

- 15. Free recall
- 16. Summary (1 sentence, 2 sentences, 5–6 sentences)
- 17. Information transfer (graphs, tables, flow charts, outlines, maps)
- 18. Project performance
- 19. Skimming
- 20. Scanning¹⁹

From those statements can be concluded that reading comprehension is the reader's ability to take information or message from paragraph or reading text including the ability to deal with questions related to main idea, inference, grammatical features, detail, excluding facts not written, supporting idea, and vocabulary in context.

D. Types of Reading

1. Close reading

Close reading is the most important skill you need for any form of literary studies. It means paying especially close attention to what is printed on the page. Close reading means not only reading and understanding the meanings of the individual printed words, but also involves making yourself sensitive to all the nuances and connotations of language as it is used by skilled writers.

¹⁹ Opcit, p. 359

2. **Skimming**

Skimming is the most rudimentary type of reading. Its object is to familiarize you as quickly as possible with the material to be read.

3. **Scanning**

Scanning is a skill that requires that you read quickly while looking for specific information. To scan a reading text, you should start at the top of the page and then move your eyes quickly toward the bottom. Generally, scanning is a technique that is helpful when you are looking for the answer to a known question.²⁰

E. Concept of Genre Text

According to Siahaan and Shinoda a text is meaningful linguistic unit in a context, it is both a spoken text and written text.²¹ It means that a text is meaningful linguistic refers to any meaningful spoken or written. Learning the English text is learning to communicate in the culture of the English text if they want to communicate successfully in the English Language.

A text can be any linguistic unit, It can be a word, it can also be a sentence, beside, it can also be a paragraph, further it can also be a text which is bigger than a

²⁰ Opcit, p. 253

²¹ Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure* (Yogyakarta: Graha Ilmu, 2008), p.3.

paragraph.²² It means that a text is a meaningful linguistic unit which can be a word, or a sentence, or a paragraph, or even the one which is bigger than a paragraph.

Text in English can be classified into several genre, they are:

a. Spoof

Spoof is a text to retell an event with a humorous twist.

b. Recount

Recount is a text to retell events for the purpose of informing or entertaining.

c. Report

Report is a text to describe the way things are with reference to arrange of natural, man made and social phenomena in our environment.

d. Analytical Exposition

Analytical Exposition is a text to persuade the reader or listener that something in the case.

e. News Item

News Item is a text to inform readers, listeners or viewers about events of the day which are considered newsworthy or important.

f. Anecdote

Anecdote is a text to share with others an account of an unusual or amusing incident.

²²*Ibid,*

g. Narrative

Narrative is a text to amuse, entertain and to deal with actual or vicarious experience in different ways.

h. Procedure

Procedure is a text to describe how something is accomplished through a sequence of actions or steps.

i. Description

Description text is a text to describe a particular person, place or thing.

j. Hortatory Explanation

Hortatory Explanation text is a text to persuade the reader or listener that something should or should not be the case.

k. Explanation

Explanation text is a text to explain the process involved in the formation or workings of natural or socio cultural phenomena.

l. Discussion

Discussion text is a text to present (at least) two points of view about an issue.

m. Reviews

Reviews text is a text to critique an art work or event for a public audience.²³

²³Linda Gerot, *et.al.*, *Making Sense of Funtional Grammar* (Cammeray: Antipodean Educational Enterprises, 1995), p.192-205

Based on the explanation about the text, the writer can conclude that the students have to know what kind of text they read. Because it is very useful for them to distinguish the differences of kinds of text itself.

F. Concept of descriptive text

Gerot state that the social function of descriptive text is to describe a particular person, place, or thing.²⁴ It means that descriptive text is a text that describe a specific particular object, the object can be a person, a place, or a thing.

Siahaan states that description is a written English text in which the writer describes an object.²⁵ It can be concluded that descriptive text is telling about an object, in this text, the object can be concrete object or an abstract object. It can be a person, an animal, a place or a thing.

The other important one is make it sure that we have used generic structure and lexico grammatical features correctly.

1. Generic Structure of Descriptive Text

a. Identification

Identifies phenomenon to be described

b. Description

Describe parts, qualities, characteristics

²⁴Ibid, p.208

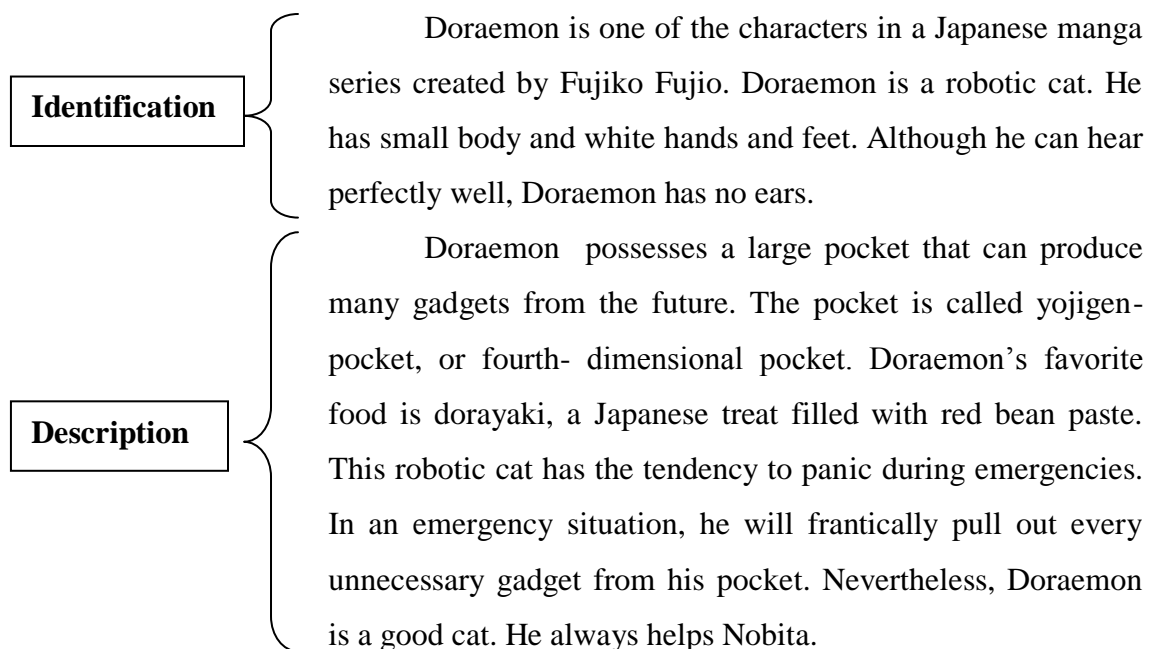
²⁵Sanggam Siahaan, *Op Cit*, p.89.

2. Significant Lexico grammatical Features of Descriptive Text

- a. Focus on specific participants
- b. Use attributive and identifying processes
- c. Frequent use of epithets and classifier in nominal group
- d. Use of simple present tense²⁶

Based on explanation above, it can be concluded that descriptive text is describing a particular object. The students can easily get information in descriptive text by knowing social function text, generic structure and significant lexico grammatical features.

The example of generic structure of descriptive text.



²⁶Linda Gerot and Peter Wignell, *op cit*, p.208

Based on the explanation above, the writer concludes that descriptive text is a written English text which describes the characteristics of something (a person, a place or a thing). Furthermore, the reason why the writer choose descriptive text is based on the preliminary research that the students' reading score on descriptive text is still low.

G. Concept of Reading Comprehension in Descriptive Text

Reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. In understanding read text information children developmental models, or representations of meaning of the text ideas during the reading process.²⁷

Descriptive text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others.²⁸ It means that descriptive text is a text which says what a thing, animal or a person is like. Its purpose is to describe and reveal a particular thing, person, or place.

Reading descriptive texts could improve students' reading comprehension. Students could improve their reading comprehension in understanding the identification and

²⁷Woolley Gary, *Reading Comprehension*, <http://www.springer.com/978-94-007-1173-0> (January, 30th 2016, 12.08 am)

²⁸ M. Mursyid PW, *OpCit*, p.4

description, of descriptive text. Based on Brown theory, especially in reading, there are some criteria are commonly used in measuring students reading comprehension ability, they are:

1. Main idea (topic)
2. Inference (implied detail)
3. Grammatical features
4. Detail (scanning for a specifically stated detail)
5. Excluding facts not written (unstated details)
6. Supporting idea
7. Vocabulary in context.²⁹

Based on those explanations, the writer concludes that students' reading comprehension in descriptive text is the students' ability to get meaning of the text in descriptive to describe and reveal a particular person, place, or thing and comprehend the text in order that the students are able to answer the questions and have good understanding of main idea, inferences, grammatical features, detail, excluding facts not written, supporting ideas and vocabulary in context.

H. The Concept of Approach, Method, and Technique

In general area of methodology, people talk about approaches, methods, technique, and procedures, all of which go into the practice of English teaching. An approach

²⁹ H. Douglas Brown, *Language Assessment Principles and Classroom Practice on Education*, OpCit ,p. 206

describes how people acquire their knowledge of the language and makes statements about the conditions which will promote successful language learning.³⁰

According to Brown, approach theoretically well-informed positions and belief about the nature of language, the nature of language learning and the applicability of both to pedagogical setting.³¹ Harmer states that people use the term approach to refer the theories about the nature of language and language learning which the sources of the way things are done in the classroom and which provide the reasons for doing them.³² It means that approach describes how the people get the knowledge to achieve the successful in language learning.

A method is the partial realization of an approach. The originators of a method have arrived at decisions about types of activity, roles of teachers and learners, the kind of material which will be helpful and some models of syllabus organization. Method includes various procedures and technique as part of their standard fare.³³

Bambang Setiyadi says that a technique is implementation, meaning that a technique is something that actually takes place in language teaching and learning in the classroom.³⁴ It means that technique is the activity takes place in learning process.

³⁰ Harmer, *Op.Cit*, p. 78

³¹ H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy* (4th ed) (New York: Longman, 2001), p.16

³² Jeremy Harmer, *The practice of Language Teaching* (4th ed) (London: Longman, 1999), p.62

³³ *Ibid*, p.62

³⁴ Setiyadi, *Op.Cit*, (Yogyakarta: Graha Ilmu, 2006), p.14

Technique must be consistent with a method and therefore in harmony with an approach as well. As the example when the students have produced wrong expressions, the teacher just repeat the right one. Brown states that a technique also commonly referred to by other terms, any of a wide variety of exercise, activities, or task used in the language classroom for realizing lesson objectives.³⁵

Based on the statements above, in order to solve the problem in learning English Syntax Surgery is one of technique in teaching learning process. Therefore, by using this technique in learning English reading comprehension, students will have fun and relax and are not bored. Not only that, this technique is also can help the students in determining ideas which is related each other.

I. The Concept of Syntax Surgery

Syntax surgery is a way to do a think-aloud. Sometimes hearing us think through a text isn't enough for students, especially if they are dependent reads. They need to see our thinking, see how we made the connections in the text. Syntax surgery is a way to show learners what good readers do; it allows students to hear and see the strategies and skills of reading. Furthermore, according to Herrel, Syntax Surgery is a technique that allows students to see the relationship of elements within a sentence that may be confusing to understand. Because English syntax often differs from the word order found in students' home languages, English language learners sometimes encounter difficulty in comprehending sentences they read or confuse word order when

³⁵ H.Douglas Brown, *Op.Cit*, p.16

speaking or writing in English.³⁶ It means that this strategy may help the students to see the visual relationship among the elements of sentences in English syntax.

1. Advantages of Syntax Surgery

Although in the beginning it has been stated that syntax surgery helps the students to understand English structure so that students will be able to comprehend the text, but there are some more advantages of using the syntax surgery. Not only in reading skill, syntax surgery also has some advantages to the other skill.

In syntax surgery , cut the sentence and rearrange it into more understandable part so that the students witnessed the pieces of the sentence being moved. That process will make the students more likely to understand and remember the English syntax rules when called on to use them in future.

Second advantage is this strategy helps the students to be more confident in their use of English. Because they have known the rules of English syntax, they can apply it in their speaking or writing and avoid the elements that make their speaking or writing difficult for others to understand.

Other advantages are students understanding and memories are supported by using several avenues to reinforce the English syntax. Students can both see and hear the

³⁶Herrel, A., & Jordan, M. *50 strategies to teaching English language learners* 4th ed. (Boston, MA: Pearson, 2012)., p.266

differences of the word order in English or separate the thoughts within complex sentences.³⁷

2. Purpose of Syntax Surgery

The purposes of Syntax Surgery is :

- a. Provide strategies for reading a text.
- b. Provide a tool for noting information and ideas, making connections, noting questions, inferences, and predictions.³⁸

It can be concluded that syntax surgery can provide opportunities for students to do syntax surgery once they confidently use the tool on their own as a way to assess their understanding of a piece of text.

J. Procedure of Using Syntax Surgery

For the procedure of using syntax surgery, it leads and guides the students to act more in reading activity. Not only the students, but the teacher also helps them to do this strategy in order to get their interest while they are reading. The steps are :

1. Identifying a problematic sentence

Identify a sentence that causing difficulty. It may be a sentence that the students has spoken where the home language word order conflicts with English word order, or it may be a complex sentence in reading that is causing

³⁷Ria Adrian, *Using the Syntax Surgery in Teaching Reading a Narrative Text to Junior High School Students*, 2012, University of Padang.

³⁸www.edu.gov.on.ca/english/teacher/studentsuccess/think.html , *Think Literacy: Cross Curricular Approaches, Grades 7-12*.

confusion.

2. Writing the sentence and initiate the surgery

Write the sentence in sentence strip and reread the sentence aloud with the students, then cut the sentence apart in the place or places difficulty. In complex sentence, the teacher can cut the clause of the sentence.

3. Rearranging the words

Rearrange the words in a pocket chart or on the chalk rail in the correct English sequence. Place “She was wearing a green sweater” on the chart and say. “This is the way we say it in English.” Reading the sentence with the correct English word order. Reaffirm the students’ knowledge of the home language by rebuilding the sentence in the original order and say. “This would be the right order or the words in Spanish” (or other language) “but we say it this way in English.” And put the words back into the correct order for English. Have the student read the corrected sentence along with you and then explain the difference in the word order as simply as you can.

4. Practicing with more sentences with the same pattern.

Write a few more sentences with the same word pattern on sentence strips and have the students initiate the surgery for additional practice.

5. Timing the lesson.

Be careful not to use this lesson in a way that interrupts communication with the students.

To be concluded, syntax surgery can be used to help students in building their comprehension of the text. The steps that can be used is identifying the problematic sentence , write the sentence and initiate the surgery, rearrange the words into more understandable form, practice and time the lesson. In addition models by teacher is very important to raise students awareness on the use of strategy.³⁹

K. Procedure of Teaching Reading Comprehension in Descriptive Text by Using Syntax Surgery

The following are the steps to teach reading comprehension in descriptive text by using Syntax Surgery. The writer modified from Herrel's theory of procedure of Syntax Surgery.

Pre Reading Activity

1. Students are greeted by the teacher.
2. Students' attendance lists are checked.
3. Students are asked about their daily activity, hot issue, etc. (Brainstorming)

While Reading Activity

1. First, students are given the reading text and follow the teacher's instruction in teaching reading. The teacher ensured that the students have learnt how to find the main idea of the text. Then, students are introduced that Syntax Surgery can be used to help them comprehend text easily.
2. Teacher introduces and applies Syntax Surgery to the students. The steps are :

³⁹Herrel, *Op Cit*, p.267

a. Identifying a problematic sentence

Teacher together with the students identify a sentence that is causing difficulty. It may be a sentence where the home language order conflicts or different with English word order, or it may be a complex sentence encountered in reading that is causing confusion.

b. Writing the sentence and initiate the surgery

Teacher writes the sentence on a sentence strip and reread the sentence aloud with the students involved in reading activity. Then, take a pair of scissors and cut sentence apart in the place or places of difficulty.

c. Rearranging the words

Teacher rearranges the words into more understandable pattern. Teacher can do this while explaining the correct rule of word order in English. Teacher also can compare word order in English and students native language by saying “we say it this way in Indonesia but in English we say this way” while rebuilding the word order for example the simple phrase like “Green Sweater”. In this stage, students’ role is only to listen and observe the teachers’ modeling.

d. Practicing with more sentences with the same pattern.

For additional practice, write a few more sentence with the same word pattern on sentence strip and have the students read them along with the teacher. Let them apply syntax surgery guided by the teacher.

Post Reading Activity

In post teaching, it is also similar with the post teaching done in another strategy, usually students do the independent construction, teacher give task that the students do independently to check their understanding and the use of strategy.

L. Concept of Listening Read Discuss (LRD) strategy

According to McKenna in Murni's journal Listen Read Discuss (LRD) is a strategy especially designed for struggling readers. Its three stages represents before, during, and after stages of all reading lesson format.⁴⁰ Moreover, Trowbridge says that Listen-Read-Discuss (LRD) is a comprehension strategy that builds students' prior knowledge before they read a text. Before reading, students listen to a short lecture delivered by the teacher. A guide or graphic organizer can be used to help students follow the information.⁴¹ It means that, there are three stages in this strategy. First, the students listens the explanation about the material from the teachers. Second, the teacher asks the students to read the text to get their comprehension. Finally, the teacher guides the students to discuss to know the students comprehension about the text.

⁴⁰Dewi Sri Murni, *Improving Students' Reading Comprehension Through Listen-Read-Discuss (LRD) Strategy (A Classroom Action Research at Class X-1 of SMA Negeri 1 Musuk Boyolali in 2014/2015 Academic Year)*, (<http://jurnal-mahasiswa.unisri.ac.id/index.php/fkiping/article/viewFile/198/141>, April 18th 2016. 20. 47 pm)

⁴¹John E. Trowbridge, *Reading in the Content Areas*, (Washington: Louisiana Public Broadcasting, 2002), p.11.

The writer concludes that Listen Read Discuss (LRD) is a strategy for teaching reading that helps student comprehend material presented orally. Also, it helps build students' prior knowledge and evokes discussion in students. A teacher can use this strategy before and during reading and within a small a group or in a whole class setting.

1. Advantages of Listening Read Discuss (LRD) Strategy

According to Purwanti, there are some advantages that can be used by the teacher in giving treatment in control class.

1. It helps students comprehend material presented orally.
2. It builds students' prior knowledge before they read text.
3. It engages struggling readers in classroom discussion.⁴²

Its mean that by using LRD to teach students in reading activity it can increase their comprehension and make them enjoy in the classroom. The students get information from the teacher presented orally before they read a text.

2. Disadvantages of Listening Read Discuss (LRD) Strategy

However According to Purwanti there are also disadvantages in LRD strategy as follows:

1. LRD is difficult to use on a daily basis because developing the lecture and the students' prior knowledge is time intensive.

⁴²Sri Erma Purwanti, *The Use of LRD (Listen-Read-Discuss) Strategy to Improve Students' Reading Comprehension of the Second Grade Students at SMP N.2 Tembilahan Kota*, May 10th2016. 22. 36 pm)

2. The teacher must be selective and choose specific text where the students lack prior knowledge about and need more support with LRD text.⁴³

Teacher interaction in the learning process is important because teachers are guides and mentors in the lesson, the teacher will be impossible without the learning process running optimally. So, the teacher in the learning process is necessary at all, especially in improving the reading skills of students, because of time constraints in presenting the material in the school led to the demand to achieve the desired learning achievement one of them with the intensity of reading outside of school hours in order to achieve these objectives.

M. Procedure of Using Listen Read Discussion (LRD) Strategy

According to Trowbridge LRD has three basic steps: Listen, read, discuss.

The following are the steps of LRD strategy:

1. Listen:

Present a lecture on the content of the reading. Include a graphic organizer of the information during discussion.

2. Read:

Students read the selection, guided by the idea that the reading may provide a different understanding or interpretation of the content.

⁴³*Ibid*

3. Discuss:

Teachers lead a classroom discussion on the materials, encouraging students to reflect on the differences between their reading of the content and the teacher's presentation.⁴⁴

It means that LRD has three steps, first the students listens the explanation about the material from the teachers. Second, the teacher asks the students to read the text to get their comprehension. Finally, the teacher guides the students to discuss to know the students comprehension about the text.

N. Teaching Reading Comprehension in Descriptive Text By Using LRD Strategy

There are some procedures of teaching reading comprehension in descriptive text by using LRD strategy:

1. Listen

Teacher presents information to students about the text they will be reading. This can be in the form of a short lecture on the topic, using graphic organizer to guide the lecture. Presenting the information from the portion text in a well organized lecture format is about 5-15 minutes while the students are listening the lecture of the content of their reading.

⁴⁴John E. Trowbridge, *Op Cit*, p.12.

2. Read

In this stage, students read the text and compare what they learned during the lecture to their understanding or reading the text on their own. Students should read silently because silent reading increases comprehension and encourage students to practice study strategies independently.

3. Discuss

After reading, students discuss their understanding of the text with other students in their small group or large group. Teacher guides students in a review and reflect of the content. Discuss the material students now have heard and then read.

Three questions are useful in guiding this post reading discussion:

1. What did you understand most from what you heard and read?
2. What did you understand least from what you heard and read?
3. What question or thought did this lesson raise in your mind about the content and/or about effective reading and learning?⁴⁵

By following steps in LRD strategy the first the students listens the explanation about the material from the teachers. Second, the teacher asks the students to read the text to get their comprehension. Finally, the teacher guides the students to discuss to know the students comprehension about the text.

⁴⁵Sri Erma Purwanti, *Op Cit*,p.32

O. Frame of Thinking

Reading is one of English skills that are mastered by the students. Reading is difficult to master by the students. Because of that, the technique must be appropriate with students' level of ability. One of the technique in the teaching English is Syntax Surgery. It is an interesting strategy for teaching reading. Based on all previous explanation the writer assumes that Syntax Surgery can help the teacher in teaching learning process by mastering and understanding. The writer has assumption that Syntax Surgery is suitable for teaching reading on descriptive text because the students will more active and enjoyable. By knowing the elements of a text, the students will have good comprehension of the text. Therefore the writer assumes that the uses of Syntax Surgery in teaching reading will be more effective for makes students' reading ability will be better. The writer believes that Syntax Surgery can help the students comprehend the descriptive text.

P. Hypothesis

Based on the formulation of the problem the writer would like to propose the following hypotheses:

H_a : There is a significant influence of using Syntax Surgery Strategy towards students' reading comprehension in descriptive text at the second semester of the tenth grade of SMK Gajah Mada Bandar Lampung in the academic Year of 2016/2017.

H₀: There is no significant influence of using Syntax Surgery Strategy towards students' reading comprehension in descriptive text at the second semester of the tenth grade of SMK Gajah Mada Bandar Lampung in the academic year of 2016/2017.

CHAPTER III RESEARCH METHODOLOGY

A. Research Design

In conducting the research, the writer conducted quantitative based on the experimental research. An experimental design is the general plan for carrying out a study with an active independent variable. The design is important because it determines the study's internal validity, which is the ability to reach valid conclusions about the effect of the experimental treatment on the dependent variable.¹ It means that experimental design is a research design that is used to find the influence of one variable to another.

In experimental design, the writer used quasi experimental design. Quasi experimental design are similar to randomized experimental designs in that they involve manipulation of an independent variable but differ in that subjects are not randomly assigned to treatment groups.² The writer used quasi experimental because in quasi experimental, the subjects were not randomly assigned to the treatments groups. That is appropriate to this research's subject because this research's subject is

¹ Donald Ary, Lucy Cheser Jacobs, and Chris sorensen, *Introduction to Research in Education*, (8th Edition), (Canada: Wadsworth. Cengage Learning, 2002), p.301

² *Ibid*, p.316

to groups.³ So if the writer randomly assigned the students into the special groups, it disrupted the classroom learning.

In this research, the writer selected two classes, The first was experimental class and the other was a control class. The experimental class was the class which get treatments Syntax Surgery and for the control class the writer used LRD strategy. The writer used pre-test and post-test design.⁴ The writer design could be presented in Table 2:

Table 2
Pre and Posttest Design

Select Control Group	Pretest	No Treatment	Posttest
Select Experimental Group	Pretest	Experimental Treatment	Posttest

In this research, the students were given pre-test to know their reading comprehension in descriptive text before treatment and posttest after the treatment by Syntax Surgery. The pretest and posttest were conducted for control and experimental class.

B. Variable of the Research

Arikunto states that variable is the object of research or a central in the research.⁵ Moreover, Kountur says that variable is showing a meaning which differentiates

³John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research* (New York: Pearson Education, 2012), p.309

⁴Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, *Op Cit*, p.309

⁵Suharsimi Arikunto, *Prosedure Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2010) p.96

among something from other.⁶From those statements, the writer concluded that the variable was a central point in the research investigated to know the improve reading comprehension after giving treatment.

Variables of research were:

1. The independent variable was Syntax Surgery as (X). The independent variable selected by the writer was to determine their effect on the relationship with the dependent variable.
2. The dependent variable was the students' reading comprehension in descriptive text (Y). The dependent variable is observed to determine what effect, if any the other types of variables may have on it.⁷ So, the dependent variable selected by the writer was to know whether there was any effect on it.

Table 3
Variables of research

GROUP	PRETEST	INDEPENDENT VARIABLE	POST TEST
EXPERIMENTAL	Y ₁	X	Y ₂
CONTROL	Y ₁	-	Y ₂

⁶Rony Kountur, *Metode Pendidikan untuk Penulisan Skripsi dan Tesis* (Jakarta: PPM, 2003) p. 47

⁷Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R & D*, (Bandung: Alfabeta, 2010), p.61

C. Operational Definition of Variable

The operational of variable in this research were:

1. Independent Variable (X)

Syntax Surgery is a strategy that allows students to see the relationship of elements within a sentence that may be confusing to understand.

2. Dependent Variable (Y)

Students' reading comprehension in descriptive text is the students' ability to get meaning of the text in descriptive to describe and reveal a particular person, place, or thing and comprehend the texts in order that the students are able to answer the questions and have good understanding of main idea, inferences, grammatical features, detail, excluding facts not written, supporting ideas and vocabulary in context.

D. Population, Sample and Sampling Technique of the Research

1. Population

Fraenkel and Wallen state that a sample in a research study is the group on which information is obtained. The larger group to which one hopes to apply the results is called the population.⁸ The population in this research was all of the students at the first semester of the Tenth grade in SMK Gajah Mada Bandar Lampung in academic year of 2016/2017. The total numbers of all the

⁸Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education*, (7th Edition). (New York: McGraw-Hill, 2009), p.90

students are **114** students that are distributed into 3 classes. Based on those statements, all of the students are the population in this research. The total number of the students at the Tenth grade in SMK Gajah Mada Bandar Lampung in academic year of 2016/2017 can be seen from Table 3:

Table 4
Total Number of the Students at the Tenth Grade of SMK Gajah Mada Bandar Lampung in Academic Year of 2016/2017

No.	Class	Gender		The Number of Students
		Male	Female	
1.	1 AK 1	8	31	39
2.	1 AP 1	4	34	38
3.	1 TKJ 1	15	22	37
Total		27	87	114

Source: Document of SMK Gajah Mada Bandar Lampung in academic year of 2016/2017.

2. Sample of the Research

Sample is a subgroup of the target population that the writer plans to study for generalizing about the target population.⁹ The samples of the research were two classes, one class as the experimental class and another one as the control class. There were three classes of tenth grade at SMK Gajah Mada Bandar Lampung.

3. Sampling Technique

In taking sample, the writer use cluster random sampling. Fraenkel and Wallen say that the selection of groups, or cluster, of subjects rather than

⁹John W. Creswell, *Opcit*, p.142.

individuals is known as cluster random sampling.¹⁰ The writer conducted the research at the tenth grade consists of three classes. The steps in determining the experimental class and control class as follows:

1. The writer wrote each name of the class in a small piece of paper
2. Then the paper rolled and put into a glass. Then, the glass was shaken covered by hand.
3. Then the writer took two pieces of the rolled paper randomly.
4. Then the first paper is 1. TKJ 1 as the experimental class and the second paper is 1. AP 1 as the control class.

E. Data Collecting Technique

In collecting the data, the writer used some techniques, they were:

1. Pretest

The pretest was given before the treatment, but before the pretest, the students were given Try-Out first. The pretest were done by reading comprehension the descriptive text based on the provided topics. The writer gave pretest to the students in control class and the experimental class to measure their reading comprehension descriptive text before treatment. In pretest the students were asked to answer reading comprehension test in form multiple choice questions

¹⁰Jack R. Fraenkel and Norman E. Wallen, *OpCit*, p.95.

about descriptive text based on the provided topics that consist of the result of the try out was gained with five alternative options.

2. Posttest

The posttest was done after the students in experimental and control class were given the treatment. It was done to know the students' reading comprehension in descriptive text after they were taught by using Syntax Surgery. It was administered after treatment given to measure the influence of using Syntax Surgery towards students' reading comprehension in descriptive text. In the posttest the students asked to answer reading comprehension test in form multiple choice questions about descriptive text based on the provided topics that consist of the result of the try out was gained with five alternative options.

F. Instrument of the Research

This research used multiple choice question (MCQ) as a tool for testing in order to know students' reading comprehension in descriptive text. The text content 40 items with five alternative options. The test was aimed to measure students' reading comprehension in descriptive text. In measuring the students' reading comprehension, the test used language assessment theory. According to Harmer, Multiple Choice Questions (MCQ) can be used to test reading and listening comprehension.¹¹ Some specifications commonly used in measuring reading comprehension are: main idea

¹¹ Jeremy Harmer, *How to Teach English New Edition*, (Oxford: Pearson Education Ltd), 2007, p. 169

(topic), inference (implied detail), grammatical feature, detail (scanning for a specifically stated detail), excluding fact not written, supporting idea, vocabulary in content.¹² The writer prepared the instrument in the form of multiple choice questions. The specification pretest and posttest before validity test can be seen in Table 4 :

Table 5
The Test Specifications for Pretest before Try-Out

No	Aspect	Indicator	Item Number		Total
			Even	Odd	
1	Main Idea (topic)	Students determine the main idea of the passage.	6,10,32	1,17,29	6
2	Inference (implied detail)	Students can find what is inference in the passage.	2,12, 40	9,19,33	6
3	Grammatical feature	Students can find grammatical feature in the passage.	4,28	7, 37,39	5
4	Detail (scanning for a specifically stated detail)	Students understanding specifically state detail or explicit detail.	16,20,30	13,15,25	6
5	Excluding fact not written (Unstated details)	Students can find unstated in passage.	8,24,34, 38	21,23	6
6	Supporting idea	Students can find supporting idea to support the main idea.	14,22	11,27,31, 35	6
7	Vocabulary context	Students know means each word.	18,26,36	3, 5	5
Total			20	20	40

¹²H. Douglas Brown, *Language Assessment Principles and Classroom Practice on Education* (San Fransisco: San Fransisco University Press, 2004), p.26.

Based on the table5, the main idea consists of 6 numbers. They are number 1, 6, 10, 17, 29, 32. The inference consists of 6 numbers. They are number 2, 9, 12, 19, 33, 40. The grammatical feature consists of 5 numbers. They are number 4, 7, 28, 37, 39. The detail consists of 6 numbers. They are number 13, 15, 16, 20, 25, 30. The excluding fact not written consists of 6 numbers. They are number 8, 21, 23, 24, 34, 38. The supporting idea consists of 6 numbers. They are number 11, 14, 22, 27, 31, 35. The vocabulary content of 5 numbers. They are number 3, 5, 18, 26, 36. So, the total number is 40.

Table 6
Table Specification of Pre-test Items After Try-Out

No	Aspect	Indicator	Item Number		Total
			Even	Odd	
1	Main Idea (topic)	Students determine the main idea of the passage.	2	9	2
2	Inference (implied detail)	Students can find what is inference in the passage.	4, 20	13	3
3	Grammatical feature	Students can find grammatical feature in the passage.	18	11, 19	3
4	Detail (scanning for a specifically stated detail)	Students understanding specifically state detail or explicit detail.	8, 14	1, 5	4
5	Excluding fact not written (Unstated details)	Students can find unstated in passage.	12	7, 15	3
6	Supporting idea	Students can find supporting idea to support the main idea.	6	17	2
7	Vocabulary context	Students know means each word.	10, 16	3	3

Total			10	10	20

Based on the table6, the main idea consists of 2 number. They are number 2, 9. The inference consists of 3 numbers. They are number 4, 13, 20 . The grammatical feature consists of 3 numbers. They are number 11, 18, 19. The detail consists of 4 numbers. They are number 1, 5, 8, 14. The excluding fact not written consists of 3 numbers. They are number 7, 12, 15. The Supporting idea consists of 2 numbers. They are number 6, 17. The vocabulary content of 3 numbers. They are number 23, 10, 6. So, the total number is 20.

Table 7
Table Specification of Post-test Items Before Try-Out

No	Aspect	Indicator	Item Number		Total
			Even	Odd	
1	Main Idea (topic)	Students determine the main idea of the passage.	6,10	1,17,29, 31	6
2	Inference (implied detail)	Students can find what is inference in the passage.	2, 12, 40	9,19, 33	6
3	Grammatical feature	Students can find grammatical feature in the passage.	4,28	7, 37,39	5
4	Detail (scanning for a specifically stated detail)	Students understanding specifically state detail or explicit detail.	16,20,30	11,13, 25	6
5	Excluding fact not written (Unstated details)	Students can find unstated in passage.	8,24,34,3 8	21,23	6
6	Supporting idea	Students can find supporting idea to support	14,22,32	15,27,35	6

		the main idea.			
7	Vocabulary context	Students know means each word.	18,26,36	3,5	5
Total			20	20	40

Based on the table7, the main idea consists of 6 numbers. They are number 1, 6, 10, 17, 29, 31. The inference consists of 6 numbers. They are number 2, 9, 12, 19, 33, 40. The grammatical feature consists of 5 numbers. They are number 4, 7, 28, 37, 39. The detail consists of 6 numbers. They are number 12, 13, 16, 19, 20, 25. The excluding fact not written consists of 6 numbers. They are number 8, 21, 23, 24, 34, 38. The Supporting idea consists of 6 numbers. They are number 14, 15, 22, 27, 32, 35. The Vocabulary contentof 5 numbers. They are number 3, 5, 18, 26,36. So, the total number is 40.

Table 8
Table Specification of Post-test Items After Try-Out

No	Aspect	Indicator	Item Number		Total
			Even	Odd	
1	Main Idea (topic)	Students determine the main idea of the passage.	18	7	2
2	Inference (implied detail)	Students can find what is inference in the passage.	2	9	2
3	Grammatical feature	Students can find grammatical feature in the passage.	20	1,15,17	4
4	Detail (scanning for a specifically stated detail)	Students understanding specifically state detail or explicit detail.	14	19	2

5	Excluding fact not written (Unstated details)	Students can find unstated in passage.	6, 10, 12	13	4
6	Supporting idea	Students can find supporting idea to support the main idea.	8, 16	3, 11	4
7	Vocabulary context	Students know means each word.	4	15	2
Total			10	10	20

Based on the table 8, the main idea consists of 2 numbers. They are number 7, 18. The inference consists of 2 numbers. They are number 2, 9. The grammatical feature consists of 4 numbers. They are number 1, 5, 17, 20. The detail consists of 2 numbers. They are number 14, 19. The excluding fact not written consists of 4 number. They are number 6, 10, 12, 13. The Supporting idea consists of 4 number. They are number 3, 8, 11, 16. The vocabulary content of 2 numbers. They are number 14, 15. So, the total number is 20.

G. Research Procedure

There are three steps will be done in conducting this research. They are :

1. Planning

Before the writer applied the research procedure, the writer made some planning to run the application well. There were some steps that should be planned by the writer.

The procedure of making planning of this research can be seen as follows:

a. Determining the subject

In this phase the writer chose the the Tenth grade in SMK Gajah Mada Bandar Lampung in academic year of 2016/2017as the subject of the research, one class is the experimental class and the other one is the control class.

b. Preparing the try-out

The writer prepared a kind of test (called try-out test) that was given to the students. There are 40 items. The aim of try out was to know the quality of the test used as instrument of the research.

c. Preparing the pre-test

The writer prepared a kind of test (called pre-test) that was be given to the students. The writer used the test instrument which was tried out first.

d. Determining the material to be taught

After giving pre-test to students, the writerdetermined the material to be taught to the student that was reading comprehension in descriptive text.

e. Preparing post-test

The writer prepared a kind of test (called post-test) that was given to the students. The aim was to find out the students' reading comprehension in descriptive text.

2. Application

After making the planning, the writer tried to apply the research procedure that was already planned. There were some steps in doing this research:

1. In the first meeting, the writer gave try-out

This test was multiple choices that consist of 40 items with 5 options a, b, c, d and e.

2. In the second meeting, the writer gives pre-test.

The test was multiple choices with 5 options a, b, c, d and e. The total number of the test items was determined by the validity and reliability analysis of the try out. It means that only the valid and reliable test items used in the pre-test.

3. After giving the pre-test to the students, the writer conducted a treatment in control class and experimental class. In control class the writer conducted a treatment with teacher's strategy (Listen Read Discuss) of SMK Gajah Mada Bandar Lampung. While in experimental class, the writer conducted the treatment with Syntax Surgery.

4. In last meeting, the writer gave post test with test items after being determined by validity and reliable instruments.

3. Reporting

The last step done in the research procedure was reporting. There were as follow:

1. Analyzed the data that obtained from try-out
2. Analyzed the data that obtained from pre-test and post-test
3. Making a report based on the findings.

H. Treatment for Experimental Class and Control Class

1. Treatment for Experimental Class

In this research, the writertaught reading comprehension in descriptive text by using Syntax Surgery as a treatment in experimental class. The writerdone the treatment in three meetings. In the first meeting, the writerasked some questions related to the descriptive text to the students. It was done in order to know how far the students understand about descriptive text. Then the writer explainedabout what descriptive text. Then the writerapplied to the students about how to usedSyntax Surgery into reading comprehension strategy in descriptive text.

In second meeting, the writergave the applyingofSyntax Surgery and how to usedSyntax Surgery in reading comprehension in descriptive text by giving another example. Then, the writer gave reading descriptive text to students and asked the students to answer the questions.

In the third meeting, after giving the explanation about descriptive text and the applying of Syntax Surgery, the writer gave reading descriptive text to students and asked the students to answer the questions.

2. Treatment for Control Class

In control class, the student were taught by LRD. This strategy was often used by the teacher when teaching reading. There were three meeting in control class with same material as the experimental class.

I. Scoring Procedure

Before getting the score, the writer determined the procedure to be used in scoring the students' work. In order to do that the writer used Arikunto's formula.¹³ The highest score is 100. The score of pre-test and post-test calculated by using the following formula:

$$S = \frac{r}{n} \times 100$$

Notes :

S = Score of test
r = Total of right answer
n = Total items

¹³Suharsimi Arikunto, *Op Cit.* p.271.

J. Validity of Test

A good test is the test that has validity. The validity test is conducted to check whether the test measures what is intended to be measured.¹⁴ It means that a good test must have validity so the test can measure the aspects that will be measured. To measure whether the test has good validity or not, the writer will use the content and construct validity.

1. Content Validity

Best and Kahn say that content validity refers to the degree to which the test actually measures or is specifically related to the traits for which it was design, content, validity is based upon the careful examination of course textbooks, syllabus, objectives, and the judgments of subject matter specialists.¹⁵ It means that content validity is the level validity of the instrument that can be taken from course textbooks, syllabus, objectives, and the judgments of subject matter specialists. To get content validity, the test adapts with the textbook and based on the syllabus for the eighth grade of junior high school.

2. Construct Validity

Best and Kahn say that Construct validity is the degree to which scores on a test can be accounted for by explanatory construct of sound theory.¹⁶ It means that construct

¹⁴Arthur Hughes, *Testing for Language Teacher*, (2nd Edition), (Cambridge: Cambridge University Press, 2003), p.26.

¹⁵John W. Best and James V. Kahn, *Research in Education* (7th Edition) (New Delhi: PrenticeHall, 1995), p.219

¹⁶*Ibid*

validity is showing the measurement used contained correct operation definite, which was based on the theoretical concept. In this research, the writer administers the test whose the scoring covered eight aspect of reading they are: main idea, inference, supporting idea, grammar, vocabulary, detail, excluding fact not written. To make sure, the writer consulted to Mrs. Betty Magdalena, M. Pd. as a validator, for determining whether the test had obtained construct validity or not.

3. Item Validity

Item validity is appropriateness of a given test or any of its component parts as a measure of what it is purposed to measure.¹⁷ The writer gave some questions to know valid or not the questions that given to the student. The item validity used to measure the validity of the test items. The writer gave the try out of the test to students from the different sample. The writer gave the try out for pre-test to 30 students of 1. AK 1, try out for pre test was held on April 25th, 2017. The number of items were 40 items.

The writer also gave the try out for post-test that was taken from the different sample, The writer gave the try out for post-test to 30 students of 1. AK 1 B, try out for post test was held on April 25th, 2017. The number of items were 40 items. Then, the writer evaluated the test items to get good items that were tested in test. In this research, the writer use ITEMAN of version 3.00 to calculate the data obtained from

¹⁷Glendfulcher and Fred Davidson, Language Testing and Assessment, (New York: Routledge 2007), p.

the try out to find out the item validity of each item. The following is a description of statistics grain questions:

- a. Prop. Correct is the proportion of students who correctly answered test items, level of difficulty of the questions. The extreme value approaching zero or one indicates that the item was too difficult or too easy for the test taker. This index is called the index of the level of difficulty in the classical question.

Question with P 0:00 to 0:30 is a question of hard

Question with P 0:30 until 0.70 is a question of being

Question with P 0.70 to 1.00 is an easy question.¹⁸

- b. Biser is a distinguishing index of question using a correlation coefficient biserial. A positive value indicates that the test takers who answered correctly items have relatively high scores in these tests. Instead negative value indicates that the test takers who answered correctly items obtained relatively low scores in tests. For statistical answer choices (alternate), biserial negative correlation is not desired for the answer key and very desirable to another answer choice.

D = 0:00 --- 0:20 is (poor)

D = 0:20 --- 0:40 is (satisfactory)

D = 0:40 --- 0.70 is (good)

D = 0.70 --- 1.00 is (excellent)

D = negative, and they are not good or very poor.¹⁹

¹⁸Suharsimi Arikunto, *Op Cit*.p.210

- c. Point biserial is also distinguishing index of questions and answer choices (alternate) by using a correlation coefficient point biserial, same with statistical interpretation biserial.
- d. Prop. Endorsing is a number that indicates the effectiveness of detractors. Each selected by the selection of at least 5% of voters.²⁰

The result of the items try out for pre-test and post-test were: From 40 items of try out for Pre-test there were 20 items considered valid. There were number 1. 3. 4. 5. 8. 10. 11. 13. 14. 16. 17. 19. 21. 22. 25. 27. 29. 32. 34.35and from 40 items of try out for Post-test there were 20 items considered valid. There were numbers 1. 2. 4. 7. 8. 9. 12. 14. 17. 18. 19. 23. 24. 25. 28. 29. 30. 32. 36. 37.

After calculating the test items from the calculation of ITEMAN. It can be drawn a conclusion that the result of the items are left after validation the items try out for pre-test and post test were: From 40 items of try out for pre test there were 20 items were not valid. There were numbers 2. 6. 7. 9. 12. 15. 18. 20. 23. 24. 26. 28. 30. 31. 33. 36. 37. 38. 39. 40 and from 40 items of try out for post test there were 20 items were not valid. There were numbers 3. 5.

¹⁹*Ibid.* p.208

²⁰*Ibid.* p.220

6. 10. 11. 13. 15. 16. 20. 21. 22. 26. 27. 31. 33. 34. 35. 38. 39. 40. (See Appendices 9 & 10).

K. Reliability of Test

Reliability means that the data can be reliable. Reliability refers to the consistency of test scores. People who use such measuring instruments must identify and use techniques that will help them determine to what extent their measuring instruments are consistent and reliable.²¹ Besides having high validity, a good test should have high reliability too. Also, scores need to be consistent.²² The writer will use ITEMAN of version 3.00 to know reliability of test.

The criteria of reliability test are :

| | |
|------------|----------------------------------|
| 0.80-1.000 | = Very high reliability |
| 0.60-0.799 | = High reliability |
| 0.40-0.599 | = Medium reliability |
| 0.20-0.399 | = Low reliability. ²³ |

L. Data Analysis

After collecting the data, the writer analyzed the data by using independent sample t-test. There were two tests done before analyzing the data by using independent sample t-test. They are normality test and homogeneity test.

²¹Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, *OpCit*, p.236.

²²John W. Creswell, *OpCit*, p.159.

²³Suharsimi Arikunto, *Op Cit*, p.310.

1. Pre-requisite Tests

Parametric statistical significance tests, such as an analysis of variance and least squares regression, are widely used by writers in many disciplines, including statistics parametric tests to produce accurate results, the assumptions underlying them such as normality and homogeneity test must be satisfied.²⁴

It means that to get the accurate result, the writer had to do some tests such as normality test and homogeneity test.

a. Normality Test

The normality test was used to know whether the data in the experimental class and control classes are normally distributed or not.²⁵ In this research the writer used statistical computation by using SPSS (*Statistical Package for Social Science*) for normality. The tests of normality employed are Kolmogorov – Smirnov and Shapiro Wilk. The hypotheses for the normality test are formulated as follows:

H_0 : The data are normally distributed.

H_a : The data are not normally distributed.

While the criteria of acceptance or rejection of hypothesis are as follows

H_0 is accepted if $\text{Sig.} > \alpha = 0.05$

H_a is accepted if $\text{Sig.} < \alpha = 0.05$

²⁴M. Erceg-Hurn, *Modern Robust Statistical Method.*, (Crawley: American Psychological Association, 2008) p.591

²⁵Budiyono. *Statistika untuk Penelitian*. (Surakarta: Sebelas Maret University press, 2004), p.170

b. Homogeneity Test

Homogeneity test was used to determine whether the data obtained from the sample homogeneous or not. In this research, the writer used statistical computation by using SPSS (*Statistical Package for the Social Science*) for homogeneity of test. The test of homogeneity employing Levene's statistic test.

The hypotheses for the homogeneity tests are formulated as follows:

H_0 = the variances of the data are homogenous

H_a = the variances of the data are not homogenous.

While the criteria of acceptance or rejection of hypothesis for homogeneity are as follows:

H_0 is accepted if $\text{Sig.} > \alpha = 0.05$

H_a is accepted if $\text{Sig.} < \alpha = 0.05$

2. Hypothetical of the Test

If the fulfillment of the assumptions normally test and homogeneity test were fulfilled, the writer will use independent sample t-test. In this case, the writer used statistical computation by using SPSS (*Statistical Package for Social Science*) for hypothetical of test. The purpose of using SPSS in this case was to practicality and efficiency in the study.

The hypotheses are :

H_a : There is a significant influence of using Syntax Surgery towards students' reading comprehension in descriptive text at the second semester of the Tenth grade in SMK Gajah Mada Bandar Lampung in academic year of 2016/2017

H_o : There is no significant influence of using Syntax Surgery towards students' reading comprehension in descriptive text at the second semester of the Tenth grade in SMK Gajah Mada Bandar Lampung in academic year of 2016/2017.

While the criteria of acceptance or rejection of hypothesis:

H_a is accepted if Sig. $< \alpha = 0.05$

H_o is rejected if Sig. $> \alpha = 0.05$

CHAPTER IV

RESULT AND DISCUSSION

A. Result of the Research

The writer got the data in the form of score. The score was derived from pre-test and post test. The pre-test was held on on 17th April 2017 and on 24th April, 2017 and post-test in experimental on May 9th 2017 and control class on May 10th 2017. In pre test, the writer gave the task for the students before treatment and in the post test, the writer gave the task for student to answer the question after treatment.

1. Result of Pre-test in Experimental Class

The writer conducted Pre test in order to know students' ability before the treatment. The pre-test was administrated on April 17th, 2017. The scores of students' descriptive text tested in pre test in the experimental class could be seen in Figure 2 and Table 9.

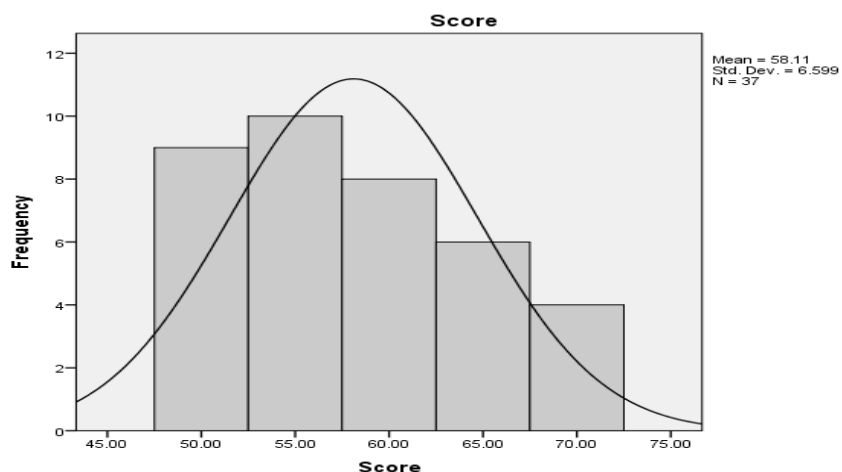


Figure 1
Graphs of the Result of the Pre-test in Experimental Class

Based on Figure 2, it could be seen that from 37 students, there were 9 students (24.3%), got score 50; 10 students (27%), got score 55; 8 students (21.6%), got score 60; 6 students (16.2%), got score 65; 4 students (10.8 %), got score 70.

Table 12
Result of the Pre-test in Experimental Class

| | |
|---------------|-------|
| N | 37 |
| Mean | 58.10 |
| Median | 55.00 |
| Mode | 55.00 |
| Variance | 43.54 |
| Std Deviation | 6.59 |
| Minimum | 50.00 |
| Maximum | 70.00 |

Based on Table 9, it could be seen that Nof pre-test in experimental class was 37, mean of was 58.10, median was 55.00, mode was 55, variance was 43,54, standard deviation was 6.59, minimum score was 50, and maximum score was 70. It showed students' reading ability before they got the treatments. (See Appendix22).

2. Result of Pre-test in Control Class

The writer conducted Pre test in order to know students' ability before the treatment. The pre-test administrated on April 18th, 2017. The scores of students' reading tested in pre test in the control class could be seen in Figure 3 and Table 9.

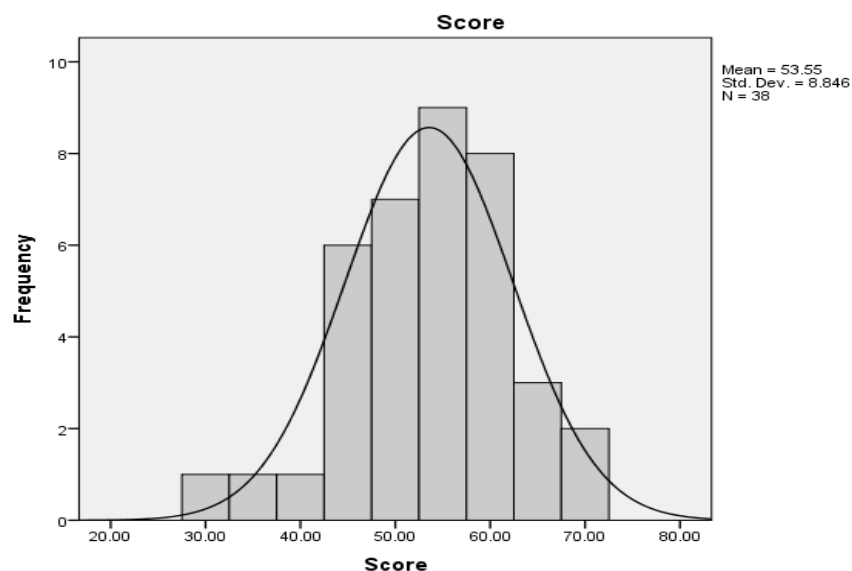


Figure 2
Graphs of the Result of the Pre-test in Control Class

Based on Figure 3, it could be seen that from 38 students, there were 1 student (2.6%), got score 30; 1 student (2.6%), got score 35; 1 student (2.6%), got score 40; 6 students (15.8), got score 45; 7students (18.4%), got score 50; 9students (23,7%), got score 60; 8students (21.1%), got score 60; 3 student (7.9%), got score 65; 2 students (5.3 %), got score 70.

Table 13
Result of the Pre-test in Control Class

| | |
|---------------|-------|
| N | 38 |
| Mean | 53.55 |
| Median | 55.00 |
| Mode | 50 |
| Variance | 78.25 |
| Std Deviation | 8.84 |
| Minimum | 30 |
| Maximum | 70 |

Based on Table 10, it could be seen that Nof pre-test in control classwas 38, mean was53.55, median was 55.00, mode was 50, variance was78.25, standard deviation was 8.884,minimum score was 30, and maximum score was 70.It showed students' reading ability before they got the treatments. (See Appendix 23).

3. Result of Post-test in Experimental Class

The writeralso gave post-test in experimental class to know students' descriptive text after the treatment. It was administrated on May 9th 2017. The score of post-test in experimental class are presented in Figure 4 and Table 11.

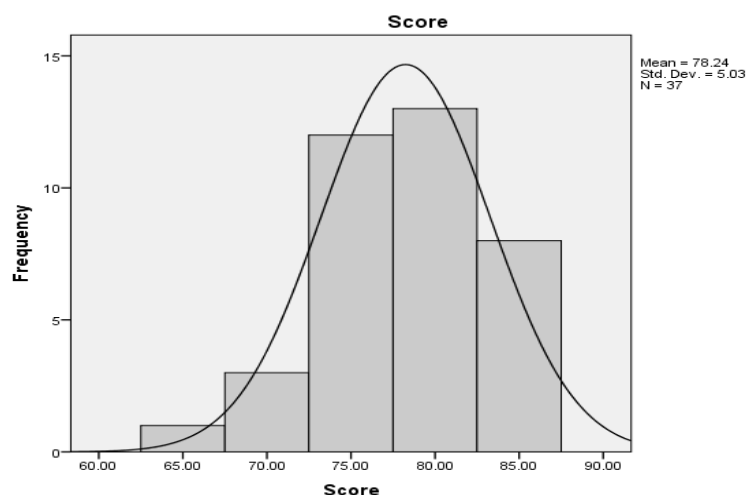


Figure 3
Graphs of the Result of the Post-test in Experimental Class.

Based on Figure 4, it could be seen that from 37 students, there were 1 students (2.7%), got score 65; 3 students (8.1%), got score 70; 12 students (32.45%), got score 75; 13 students (35.1%), got score 80; 8 students (21.%) , got score 85.. It means that there were 2.7% of students' numbers did not passed criteria of minimum mastery (KKM) and 97.3% of students' numbers passed criteria of minimum mastery (KKM). In this case, the standard score criteria of minimum mastery (KKM) in SMK Gajah Mada Bandar Lampung is 70.

Table 14
Result of the Post-test in Experimental Class

| | |
|---------------|-------|
| N | 28 |
| Mean | 78.24 |
| Median | 80.00 |
| Mode | 80 |
| Variance | 25.30 |
| Std Deviation | 5.03 |

| | |
|---------|----|
| Minimum | 65 |
| Maximum | 85 |

Based on Table 11, it could be seen that Nof post-test in experimental class was 38, mean was 78.24, median was 80.00, mode was 80, variance was 25.30, standard deviation was 5.03, minimum score was 65, and maximum score was 85. It showed students' reading ability after they got the treatments. (See appendix 24).

4. Result of Post-test in Control Class

The writer also gave post-test in control class to know students' descriptive text after the treatment. It was administrated on May 10th 2017. The score of pos-test in control class are presented in Figure 5 and Table 12.

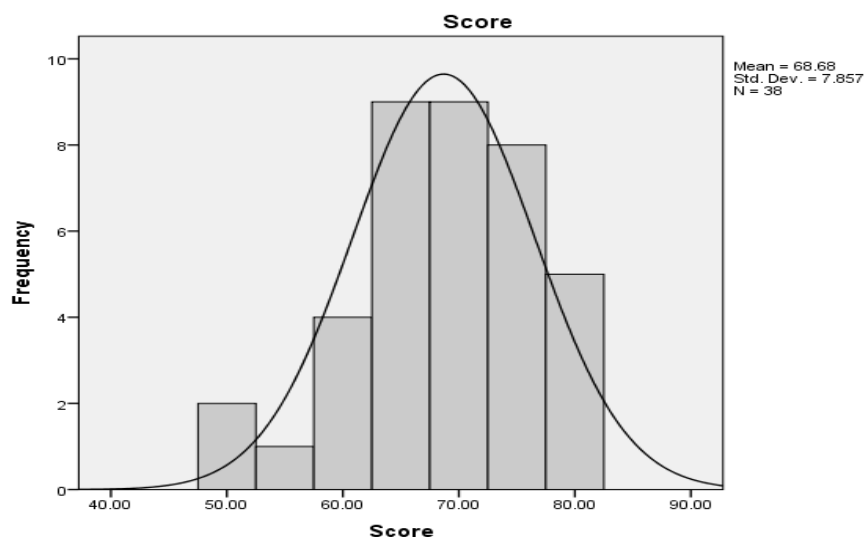


Figure 4
Graphs of the Result of the Post-test in Control Class.

Based on Figure 5, it could be seen that from 38 students, there were 2 students (5.3%), got score 50; 1 student (2.6%), got score 55; 4 students (10.5%), got score 60; 9 students (23.7%), got score 65; 9 students (23.7 %), got score 70; 8 students (21.1%), got score 75; 5 students (13.2%), got score 80. It means that there were 42,10% of students' numbers did not passed criteria of minimum mastery (KKM) and 57.90% of students' numbers passed criteria of minimum mastery (KKM). In this case, the standard score criteria of minimum mastery (KKM) in SMK Gajah Mada Bandar Lampung is 70.

Table 15
Result of the Post-test in Control Class

| | |
|---------------|-------|
| N | 38 |
| Mean | 68.68 |
| Median | 70.00 |
| Mode | 65.00 |
| Variance | 61.73 |
| Std Deviation | 7.85 |
| Minimum | 50.00 |
| Maximum | 80.00 |

Based on Table 12, it could be seen that Nof post-test in control class was 38mean was68.68,median was 70.00, mode was 65.00, variance was 61.73, standard deviation was 7.85, minimum score was 50, and maximum score was 80. It showed students' reading ability after they got the treatments.(See appendix 25).

B. Data Analysis

After collecting the data, the writer analyzed the data by using independent sample t-test. There were two assumptions that was done, before the writer analyzed the data by using t-test.

1) Fulfillment of the assumptions

Parametric statistical significance tests, such as analysis of variance and least squares regression, are widely used by writer in many disciplines, including, statistic parametric tests to produce accurate results, the assumptions underlying them such as normality and homogeneity test must be satisfied.

a. The Result of Normality Test

The normality test was used to measure weather the data in the experimental class and control class are normally distributed or not.

The hypothesis formulas are :

H_o = the data have normal distribution.

H_a = the data do not have normal distribution.

The criteria of acceptance or rejection of the hypotheses for normality testwere:

H_o is accepted if $Sig.(Pvalue) > \alpha = 0.05$

H_a is accepted if $Sig. (Pvalue) < \alpha = 0.05$

Table 16
Result Normality Test of the Experimental and Control Class

| Tests of Normality | | | | | | | |
|---------------------------|--------------|---------------------------------|----|------|--------------|----|------|
| | strategy | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
| | | Statistic | df | Sig. | Statistic | df | Sig. |
| score | Experimental | .124 | 37 | .166 | .941 | 37 | .051 |
| | Control | .137 | 38 | .070 | .932 | 38 | .023 |

a. Lilliefors Significance Correction

Based on Table 13, it can be seen that $P_{\text{value}}(\text{Sig.})$ for experimental class was 0.166 and $P_{\text{value}}(\text{Sig.})$ for control class was 0.070. Because $\text{Sig.}(P_{\text{value}})$ of experimental class $> \alpha 0.05$. So, H_0 is accepted and $\text{Sig.}(P_{\text{value}})$ for the control class $> \alpha 0.05$. So, H_a is rejected. The conclusion is that the data in the experimental class and control class had normal distribution. (See Appendix 27).

b. The Result of Homogeneity Test

After knowing the normality the data, the writer calculated the homogeneity test to know whether the data were homogenous or not.

Table 17
Result Homogeneity Test

| | Levene Statistic | df1 | df2 | Sig. |
|---------------------|------------------|-----|-----|------|
| Score Based on Mean | .431 | 1 | 73 | .514 |

Based on the results obtained in the test of homogeneity of variances in the column, it could be seen that $Sig.(P_{value}) = 0.514 > \alpha = 0.05$. It demonstrated that H_0 was accepted because $Sig.(P_{value}) > \alpha = 0.05$. It means that the variance of the data was homogenous. (See Appendix 28)

c. Result of Hypothetical Test

Based on the previous explanation that the normality and homogeneity test were satisfied. Therefore, the writer used the hypothetical test using SPSS (*Statistical Program for Social Science*), independent sample t-test.

The hypothesis formulas are:

H_a : There is a significant influence of using Syntax Surgery towards students' reading comprehension in descriptive text at the second semester of the tenth grade of SMK Gajah Mada Bandar Lampung in the academic year of 2016/2017.

H_0 : There is no significant influence of using Syntax Surgery towards students' reading comprehension in descriptive text at the second semester of the tenth grade of SMK Gajah Mada Bandar Lampung in the academic year of 2016/2017.

The criteria of acceptance or rejection of the hypothesis for hypothetical test were:

H_0 is accepted if $Sig.(Pvalue) > \alpha = 0.05$

H_a is accepted if $Sig. (Pvalue) < \alpha = 0.05$

Table 18
Result of Hypothetical test

Independent Samples Test

| | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|-------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|---------|
| | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | Lower | Upper |
| score | .431 | .514 | 2.629 | 73 | .010 | 5.00000 | 1.90186 | 1.20959 | 8.79041 |
| | | | 2.625 | 71.762 | .011 | 5.00000 | 1.90455 | 1.20313 | 8.79687 |

Based on the results obtained in the independent sample t-test in Table 14, that the value of significant generated $Sig.(P_{value}) = 0.010 < \alpha = 0.05$. So, H_a is accepted and H_0 is rejected. Based on the computation, it can be concluded that there was a significant influence of using Syntax Surgery towards students'

reading comprehension in descriptive text at the second semester of the tenth grade of SMK Gajah Mada Bandar Lampung. (See appendix 29).

C. Discussion

At the beginning of the research, the pre-test was administered to know students' quality in reading comprehension in descriptive text before they were given treatments by the writer. The score of pre-test would be used as the students' score before treatments. The aim of this research is the writer want to know whether there is any significant influence of using Syntax Surgery in learning reading comprehension.

The result showed that the mean score of pre-test between experimental class and control class were slightly different. The score of pre-test in experimental class showed mean was 58.10 and the score of pre-test in control class showed mean was 53.55.

First Meeting on April 25th 2017 in experimental class and on April 26th 2017 in control class, the students felt surprise for the new teacher. The lesson was started by greeting and giving introduction which caused the students to feel curious to know the next steps of teaching learning process. After that the writer gave the material to the students The material is about tourism place (Tanjung Putting National Park. After giving the material, the writer explained descriptive

text by applying Syntax Surgery to the students and then gave some example how to use it. Then the writer asked the students to follow the procedures of the strategy step by step.

Firstly, the writer identify a sentence that causing difficulty. It may be a sentence that the students has spoken where the home language word order conflicts with English word order, or it may be a complex sentence in reading that is causing confusion. Write the sentence in sentence strip and reread the sentence aloud with the students, then cut the sentence apart in the place or places difficulty. In complex sentence, the teacher can cut the clause of the sentence. Rearrange the words in a pocket chart or on the chalk rail in the correct English sequence. Place “She was wearing a green sweater” on the chart and say. “This is the way we say it in English.” Reading the sentence with the correct English word order. Reaffirm the students’ knowledge of the home language by rebuilding the sentence in the original order and say. “This would be the right order or the words in Spanish” (or other language) “but we say it this way in English.” And put the words back into the correct order for English. Have the student read the corrected sentence along with you and then explain the difference in the word order as simply as you can. Write a few more sentences with the same word pattern on sentence strips and have the students initiate the surgery for additional practice. Therefore, by asking questions to the students, the teacher taught

them to monitor their understanding to the reading text, consequently they would analyze the content of the text. Lastly, the students read the passage silently and confirmed or rejected their predictions. As the closing of the meeting in the first meeting, the writer asked the students to recite *hamdallah* together.

Second Meeting on May 2nd 2017 in experimental class and on May 3rd 2017 in control class, the second treatment, the students were taught through another text of descriptive text using syntax surgery. It was caused to make easy for the students. It was better than the first treatment because the students have known how to comprehend the text that given by the teacher. The writer started the teaching learning process by explaining more about the descriptive text and syntax surgery. The material given to the students is about person (Bestfriend).

The last of the research, post-test was given to measure the improvement of students' reading comprehension in descriptive text in both classes after the treatments done. The score of post-test in experimental class showed mean was 78.24 and the score of post-test in control class showed mean was 68.68.

Based on the result of the students' pre-test score and post-test score, it shows that the students' post-test is higher than in pre-test. Besides that, Syntax Surgery

can improve each aspect of students reading comprehension including main idea (topic), inference (implied detail), grammatical feature, detail (scanning for a specifically stated detail), excluding fact not written, supporting idea, vocabulary in content. The result of pre-test and post-test also showed that the students who taught by using Syntax Surgery got better result than the students who taught by using LRD strategy.

Based on the analysis of the data and the testing of hypothesis, the result of T-test null hypothesis (H_0) is refused and alternative hypothesis (H_a) is accepted. It means that the treatments had influence of using Syntax Surgery towards students' reading comprehension in descriptive text, so alternative hypothesis is accepted. It had been supported by the previous research conducted by Adrian .She who conducted research in Junior High School which entitled "*Using the Syntax Surgery in Teaching Reading a Narrative Text to Junior High School Students*". The result showed that the Syntax Surgery practically can improve students' reading comprehension achievement in Narrative.¹ According to Stauffer as quoted by Dixon, *et.al.* The Syntax Surgery process encourages students to be active and thoughtful readers, enhancing their comprehension.² By applying Syntax Surgery, students will think critically for students to make various predictions before and during reading. With the predictions, students

¹Ria Adrian, *Using the Syntax Surgery in Teaching Reading a Narrative Text to Junior High School Students*, 2012, University of Padang.

²Brenda Dixon, *et.al.*, *Common Core Teaching and Learning Strategies*, (Chicago: Illionis State of Education, 2012), p.10.

automatically questioning their own questions that are part of the process of understanding a text. Curiosity of students to the truth answers make students more careful reading of the text that makes activities reading becomes more meaningful. Having better comprehension and understanding of the text is very important for the students because they can answer the questions correctly and understand what the text tells about. Therefore, they need help the teachers work to motivate and in support them to increase their comprehension in reading and science to make them interest about it. Syntax Surgery also helps students become aware of the reading strategies, understand the reading process, and develop prediction skills. In conclusion, the result of this research is to enrich the theories of using Syntax Surgery.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

At the end of the research, the post-test was given to measure the influence of Syntax Surgery towards students' reading comprehension of descriptive text in both classes after treatments done. The mean score of post-test in experimental class was 78.24 and the mean score of post-test in control class was 68.68. It showed that the students' post-test score in experimental class was higher than students' post-test score in control class.

The result can be seen from sig. (2-tailed) of the equal variance assumed in the independent sample test table where the sig. (2-tailed) is 0.010. It is lower than $\alpha = 0.05$ and it means that H_0 is rejected and H_a is accepted.

Based on the result of data analysis, the researcher concluded that there was significant influence of using Syntax Surgery towards students' reading comprehension of descriptive text at the second semester of the tenth grade of SMK Gajah Mada Bandar Lampung in the academic year of 2016/2017.

B. Suggestion

Based on the result of this research, the researcher proposed suggestions as:

1. Suggestion to the teacher

- a. In this research, the researcher found out that Syntax Surgery can be used to develop and motivate the students' reading comprehension. Due the finding, English teacher can help students to increase their reading comprehension by using Syntax Surgery.
- b. The English teachers should provide interesting activities and materials in order to prevent the students from being bored and encourage the students' attention in learning English, especially in reading.
- c. Syntax Surgery is a good strategy to help students in increasing reading comprehension. By using Syntax Surgery students will think critically for students to make visual relationship within a sentence that may be confusing to understand. By this step, the students can comprehend kinds of sentences in other sentences not only in descriptive text. The problem usually happens when using this strategy is only useful if the teacher can not manage the time of teaching learning by using Syntax Surgery, in this research is teaching reading instead.

2. Suggestion for students

The students should study hard and more practice in reading English to improve their reading comprehension. They also should be active and creative in learning activity. Furthermore, this should be the understanding of sentence pattern in a text itself.

3. Suggestion to the further research

In this research, the writer focused on the influence of using Syntax Surgery towards students' reading comprehension of descriptive text. Therefore, it is suggested for the next researcher to investigate the influence of other strategy towards other English skills such as listening, speaking, writing or reading ability.

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